



Go Green Practice: A Study on TVET Higher Learning Institution Students

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Abstract: Climate change and global warming has become a hot debate topic throughout the world today. The human being who lives on this earth should actively engage with environmentally conscious activities for the sustainable procurement, even just a student by making a small change in their daily lifestyle. Go green practice is the daily activities to show the intention that they are doing something for the planet earth. Therefore, a study was conducted to investigate the go green practice level among the higher learning institution students. The measurement for go green practice is the difficulty level of daily activities, which consists of three stages, namely easy, moderate and difficult. Besides, this study also compared the differences in go green practice level between female and male students. The research design used for this study is a cross-sectional survey design to gathers data and draw inferences about a population at one point in time. A total number of 116 bachelor degree students in a technical university were randomly selected for this study. A self-rating questionnaire that consists of 27 items was used to measure the students' go green practice level. The gathered data were analysed using mean score, standard deviation, frequency and percentage. The finding shows that majority of the students tend to have a good practice category in go green practice. In addition, the result also found that there is no significant difference in the score of easy and moderate level for go green practice between male and female students, but not for the difficult stage where female students tend to have higher score than the male students. In conclusion, the TVET students do have a good practice in go green in general. However, efforts to enhance students' awareness in Go Green practice must strengthen to ensure the environmental sustainability.

Keywords: Malaysian higher learning institution, go green practice, awareness, environmental sustainability

1. Introduction

When we search the term "Go Green" in the internet regardless off searching engine, there are a lot of definition given by the authors/educators all over the world. As mention by Spelch (2017), Go Green should means to live life in a way that is friendly to the natural environment and is sustainable for the earth. In addition, "Go Green" itself can be a slogan that aims to encourage people to choose environmentally friendly but some of the opportunists misused this slogan to make money (Remaker, 2018). Therefore, as a human being who lives on this earth should actively engage with environmentally conscious activities for the sustainable procurement, even just a student by making a small change in their daily lifestyle but not being manipulate by the profit-oriented businessperson.

Consequently, the understanding of Go Green Practice is necessary. According to Pandya (2018), Go Green should not only being practice ourselves but also the habits good values that must passing to the next generation. Supported by

Green Diva Mom (2019), humanity should taking steps regardless big or small, to minimize the harm and damage to the environment to protect the earth for next generation. There are many positive side effects by practicing the Go Green, for example we can have cleaner water and air, save money on water bill and electricity bill, even improve our health (Pandya, 2018). As a result, Go Green is not only helping the environment, but also to the humankind. Many studies have been done to identify the best way to Go Green, but somehow the study on the Go Green Practice especially among the youth still under investigate. Hence, a study on Go Green practice among the higher learning institution students was conducted in order to determine their Go Green Practise level and indirectly to increase their awareness on Go Green Practice in their daily life. The young generation is the key to ensure the successful of environment care activities.

2. Methodology

This study was conducted by using a cross-sectional survey as research design to investigate the Go Green Practice level among the Higher Learning Institution students, as well as to determine the differences in go green practice level between female and male students. According to Lavrakas (2008), a cross-sectional survey is a suitable research design to gathers data to draw inferences about a population of interest at one point in time. Consequently, cross-sectional surveys have been described as snapshots of the population they collect data about (Lavrakas, 2008).

About 116 undergraduate students at a local technical university were randomly selected as sample for this study. A self-rating questionnaire on Go Green Practice was used as instrument to collect the students' daily activities that related to environmental. The questionnaire was adopted from SheepPoo (2019) and referred to Hoyt (2019), Conserve Energy Future (2019), The Art of Simple (2019), Organization for Economic Cooperation & Development (2015), and MESTECC (2019).

The questionnaire consist of 27 items with Yes or No answer scale. The answer of "Yes" contribute marks for total score of the samples' go green practice, but no mark for the answer of "No". About nine items measure the easy stage, nine items measure the moderate stage and the other nine items measure the difficult stage on Go Green Practice. Each items for easy stage contributes 1 marks for the answer of "YES", each items for moderate stage contributes 2 marks for the answer of "YES", while each items for difficult stage contributes 3 marks for the answer of "YES". Total marks of the self-rating questionnaire is 54. The total marks of the samples were used to identify their Go Green Practice level in general and the interpretation of the marks are as follow:

- > 5 = practice must improve
- > 9 = practice need to improve
- > 18 = practice is good
- > 27 = practice is excellent
- > 36 = practice is an role model
- > 45 = an environmental lover

The coefficient of Kudar-Richardson 20, ρ_{KR20} was .751. Therefore, this instrument has high reliability to gather the information on Go Green Practise among the respondents. The gathered data were analysed using frequency, percentage, mean score, and standard deviation. The analysis method used for this study is appropriate as mentioned by Lau (2017), the analytical method used for survey are mean, range, standard deviation and frequency to summarize the distribution of the numeric data. Hence, the marks obtained by the samples were then analysed using independent t-test to determine the difference in go green practice between male and female students.

3. Results and Discussion

Frequency and percentage were applied to analyse the obtained data on Go Green Practice level among the undergraduate students as showed in Table 1. Majority of the students ($f = 48$, $\% = 41.4$) tend to have a Good Practice in Go Green. Male students ($f=23$, $\%=19.8$) tend to have Good Practice in Go Green, meanwhile female students ($f=27$, $\%=23.3$) tend to have Excellent Practice in Go Green. Surprisingly, about 2.6% of the male student tend to be Environmental Lover. To compare the go green practice level between male and female students on Go Green Practice for each stages, female students tend to have higher score in Go Green easy stage and difficult stage compare to male. However, male students tend to have higher score in Go Green moderate stage compare to female students. This scenario may due to the activities at moderate stage is more to the consumption of eco-friendly product where not the focus among the female students. Overall, female student (majority at Practice is Excellent level) tend to score higher practice in Go Green compare to male student (majority at Practice is Good level) as shown in Table 1.

Furthermore, frequency and percentage were also applied to analyse each stages in Go Green Practice among the undergraduate students, as showed in Table 2 to Table 4. As showed in Table 2, the top three daily activities in go green among the students are "Turn off the lights voluntary", with $f = 94$ (81%), followed by "Bring along your own bottle when go out" with $f = 85$ (73.3%), and "Bring the recycle bag when go out" with $f = 75$ (64.7%). This finding is in line with the suggestion by Hoyt (2019) that one of the easy way students can Go Green is to save energy, also support by Conserve Energy Future (2019) which mention that get into the habit of turning of electricity when it isn't in use and

using reusable water bottles and mugs at work. However, most of the female students (45.7%) tend to “Bring along your own bottle when go out” compare to most of the male students that tend to “Turn off the lights voluntary” (37.9%). Interestingly, most of the male student do not practice “Bring along your own dishes when eating outside” and majority of female student do not practice “Bring along your own fork & spoon when eating outside”. These practices seldom done by the students may due to their thinking that to bring their own dishes is a kind of trouble and problem.

Table 1 - Go green practice level among the students

Go Green Level	Male		Female		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Practice must improve	0	0	0	0	0	0
Practice need to improve	2	1.7	4	3.4	6	5.2
Practice is good	23	19.8	25	21.6	48	41.4
Practice is excellent	18	15.5	27	23.3	45	38.8
Practice is an role model	10	8.6	4	3.4	14	12.1
An environmental lover	3	2.6	0	0	3	2.6
Total	56	48.3	60	51.7	116	100.0

Table 2 - Comparison between male and female students for easy stage in go green practice

No	Item	Male		Female		Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1	Bring the recycle bag when go out	38	32.8	37	31.9	75	64.7
2	Categorize the recyclable items	36	31.3	22	19.1	58	50.4
3	Bring along your own fork & spoon when eating outside	8	6.9	9	7.8	17	14.7
4	Bring along your own bottle when go out	32	27.6	53	45.7	85	73.3
5	Bring along your own dishes when eating outside	3	2.6	11	9.5	14	12.1
6	Use handkerchief and not tissue paper	24	20.7	17	14.7	41	35.3
7	Bring along your own drink bottle/cup	22	19.0	52	44.8	74	63.8
8	Do not buy over packing items	13	11.2	16	13.8	29	25.0
9	Turn off the lights voluntary	44	37.9	50	43.1	94	81.0

The comparison was carried out for the moderate stage of go green practise between male and female students as outlined in Table 3. Overall, majority of the students tend to have highest score in “Do not waste food”, with $f=100$ (86.2%) are practising this activity daily, followed by “Engage in thorough clean-up activities” (69%) and thirdly is “Use the both pages for paper” (64.7%). These activities were the most common Go Green Practice among the Malaysian. The students practice is supporting the Remarkable Way to Go Green by Conserve Energy Future (2019), which mention about “Make the most of paper you used”, as well as The Art of Simple (2019) suggest reusing scrap paper. The lowest score practice was “Use bamboo toothbrush” with $f=12$ (10.3%), followed by “Do not use straw for drinks while eating out” (37.9%). Bamboo is one of the eco-friendliest plant on earth due to the characteristics of growing fast and easy to degrade. However, the used of bamboo product needs promotion as those products are not easy found in the market. From the aspect of “Do not use straw for drinks while eating out”, people are facing difficulty to change the habit from not using straw as they have been doing this action for ages. Surprisingly, the female and male students tend to have the same form of activities for the difficult stage in go green practice. The top three activities being practice for both female and male students are “Do not waste food”, follow by “Engage in thorough clean-up activities” and then “Reuse the plastic bag from the supermarket”. Both of them seldom practice “Use bamboo toothbrush”.

A part from this, the go green practice difficult stage as illustrated in Table 4 showing that majority of students tend to have higher score in “Eat more vegetable than meat” with $f = 79$ (68.1%), compare to “Use bicycles than motor vehicles” with $f = 16$ (13.8%). This situation happen may due to the “healthy lifestyle” being promoted or the students are in diet. The second highest score is followed by “Donate the not used items” with $f = 76$ (65.5%). The lowest score practice was “Use bicycles than motor vehicles” with $f = 16$ (13.8%). This situation reflect that the hot weather issue in Malaysia may lead the students would choose motor vehicle with air-conditioner than bicycle.

Table 3 - Comparison between male and female students for moderate stage in go green practice

No	Item	Male		Female		Total	
		<i>f</i>	%	<i>f</i>	<i>f</i>	%	<i>f</i>
1	Use bamboo toothbrush	7	6.0	5	4.3	12	10.3
2	Use the both pages for paper	37	31.9	38	32.8	75	64.7
3	Use paper made from recycle material	30	25.9	34	29.3	64	55.2
4	Reuse the plastic bag from the supermarket	33	28.4	38	32.8	71	61.2
5	Do not use straw for drinks while eating out	22	19.0	22	19.0	44	37.9
6	Engage in thorough clean-up activities	34	29.3	46	39.7	80	69.0
7	Do not waste food	49	42.2	51	44.0	100	86.2
8	Reduce the consume the drinks in box / tin / bottle	28	24.1	30	25.9	58	50.0
9	Bring along your own container while shopping	19	16.4	33	28.4	52	44.8

Table 4 - Comparison between male and female students for difficult stage in go green practice

No	Item	Male		Female		Total	
		<i>f</i>	%	<i>f</i>	<i>f</i>	%	<i>f</i>
1	Sharing the tools / materials / machine with others	47	40.5	27	23.3	74	63.8
2	Use bicycles than motor vehicles	7	6.0	9	7.8	16	13.8
3	Buy a new bag when the old one is completely damage	19	16.4	22	19.0	41	35.3
4	Donate the not used items	46	39.7	30	25.9	76	65.5
5	Encourage parents to practice Go Green	43	37.1	32	27.6	75	64.7
6	No snacks for a day in a week	26	22.4	18	15.5	44	37.9
7	Eat more vegetable than meat	36	31.0	43	37.1	79	68.1
8	Practice Go Green with friends	39	33.6	33	28.4	72	62.1
9	Do not turn on / use air conditioners	25	21.6	30	25.9	55	47.4

In order to provide better understanding for statistical differences in go green practice score between female and male students, independent t-test was run and the findings is shown in Table 5. Clearly, there are no significant different in go green practice for easy stage, moderate stage and in overall. However, finding shows that there is a significant different in go green practice for difficult stage from male ($M = 15.43, SD = 5.03$) to female ($M = 12.35, SD = 3.63$), $t(99.43) = 3.76, p < .001$ (two-tailed). The mean difference was 3.08 with a 95% confidence interval ranging from 1.45 to 4.71.

Table 5 - Independent sample t-test for male and female students in go green practice score comparison

Go Green Practice	t	df	Sig (2 tailed)
Easy Stage	-1.79	114	.076
Moderate Stage	-1.28	114	.203
Difficult Stage	3.76	99.43	.000
Overall	1.31	114	.194

4. Conclusion

In conclusion, most of the Higher Learning Institution students tend to have a Good Practice in Go Green, even some of them are an environment lover. This finding show that students do have the awareness about Go Green Practice, for example they turn off the light on voluntary basis, do not create food waste, and eat more vegetable than meat. However, they still need to improve their daily lifestyle in order to ensure the sustainable of the environment for future generation. Good Practice Level is not sufficient enough to help the recovery of our mother earth, we need at least the excellent

practice in Go Green. As folk saying, prevention always better than cure. More activities on Go Green must conduct to educate our young generation to protect our planet earth to avoid the irretrievable loss. Future research will focus on the best practise to raise up the awareness and Go Green Practice for the young generation.

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